DOCUMENT RESUME

ED 296 130 CE 050 414

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| TITLE | Vocational and Technical Education. Abridged Version of the Indiana State Plan for Vocational/Technical Education Fiscal Year 1988. |
| INSTITUTION | Indiana State Commission on Vocational and Technical Education, Indianapolis. |
| PUB DATE | 88 |
| NOTE | 13p. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Budgeting; Career Counseling; Career Guidance; Curriculum Development; Delivery Systems; Educational Cooperation; *Educational Objectives; Educational Opportunities; Equal Education; Financial Support; *Futures (of Society); Marketing; Outreach Programs; *Program Improvement; Public Relations; Resource Allocation; *Statewide Planning; Student Recruitment; *Technical Education; Technological Literacy; *Vocational Education |
| IDENTIFIERS | *Indiana |

ABSTRACT

The Indiana Commission on Vocational and Technical Education consists of 11 Indiana citizens appointed by the governor. The commission makes recommendations to the state's budget committee concerning the appropriation of state funds and the allocation of federal funds for vocational education. The commission has identified eight statewide thrusts for vocational and technical education in Indiana through 1991: the creation of broader and more effective partnerships for improving education; a stronger vocational curriculum, including math, science, and language arts; preparation of students for an ever-changing technological society; increased vocational education opportunities for populations that are currently unserved and underserved; improved coordination of the vocational and technical delivery system to accomplish long- and short-term goals; a statewide public awareness program to promote the opportunities available in vocational and technical education; sufficient funding to meet the continual need for upgrading of teachers, changing technologies, and equipment update; and improvement, expansion, and extension of career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational and technical education students. (The fiscal 1988 budget table for the state plan is also included.) (MN)

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# VOCATIONAL AND TECHNICAL EDUCATION

ABRIDGED VERSION OF THE INDIANA STATE PLAN FOR VOCATIONAL TECHNICAL EDUCATION FISCAL YEAR 1988

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THE INDIANA COMMISSION ON VOCATIONAL AND TECHNICAL EDUCATION

(FORMERLY THE STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION)

## Philosophy of Vocational Education

***We Believe:***

***that vocational education provides all citizens, considering unique individual interests, needs and abilities, an equal opportunity to acquire marketable job skills, occupational knowledge, and positive attitudes for entering and continuing in satisfying and productive work of their choice; and***

***that vocational education is vital to society and essential to the economy in a free enterprise system because it develops in the individual a belief in the dignity of work, pride in accomplishment, and a desire to learn; and***

***that vocational education is a major component of the total education process with programs of instruction which are logical and relevant to actual and anticipated employment opportunities.***

# COMMISSIONER'S MESSAGE

Vocational and technical education has entered a challenging new era. The 1987 Indiana General Assembly enacted legislation creating the Indiana Commission on Vocational and Technical Education to plan and oversee the comprehensive vocational education system in Indiana. The new Commission replaces the State Board of Vocational and Technical Education.

This legislation requires the Commission to develop and implement a comprehensive long-range state plan for vocational education; to review and evaluate vocational education in relation to the goals of the long-range plan; and to review and make recommendations concerning the plans of the State Board of Education (SBE), the Commission for Higher Education (CHE), and the Department of Employment and Training Services (DETS). The Commission also will make recommendations concerning the legislative budget requests of the Department of Education, state postsecondary educational institutions and the Department of Employment and Training Services, and will evaluate vocational education programs in Indiana.

Under the legislation, the Commission will be responsible for receiving and maintaining accountability for certain federal funds, and will make recommendations to the general assembly regarding allocation of these monies. The law makes a number of other changes, including providing for course approval at the local level, and initiating development of a "technology preparation curriculum." Public Law 217, Acts of 1987, became effective July 1, 1987.

The intent of this legislation is to strengthen the vocational and technical education delivery system to serve individuals, businesses, industry, labor, agriculture, communities and enhance the economy of the State of Indiana.

This will be a year filled with challenges as vocational and technical educators and others fulfill the mandate of the 1987 General Assembly.

John W. Hicks

**John W. Hicks**
Interim Commissioner

# Abridged Version of the Indiana State Plan for Vocational-Technical Education
*Fiscal Year 1988*

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**Robert D. Orr, Governor**
State of Indiana

**The Indiana Commission on Vocational and Technical Education**
(formerly the State Board of Vocational and Technical Education)

**John W. Hicks**
Interim Commissioner

**Geneva Shedd**
State Director of Vocational/Technical Education



The Indiana Commission on Vocational and Technical Education complies with all federal regulations prohibiting discrimination on the basis of race, religion, national origin, sex, age, handicap or veteran status in matters pertaining to admissions, employment and access to programs.



Indiana Commission on Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204
(317) 232-1810


## Definition of Vocational Education

***Vocational education is defined by Public Law 217, Acts of 1987, as any vocational, agricultural, occupational, manpower, employment, or technical training or retraining, that: (1) enhances an individual's career potential and further education; and (2) is accessible to individuals who desire to explore and learn for economic and personal growth leading to employment opportunities.***

# Role and Responsibilities of the Indiana Commission on Vocational and Technical Education (P.L. 217, Acts of 1987)

The Indiana Commission on Vocational and Technical Education consists of eleven (11) Indiana citizens appointed by the governor. One (1) member must be a representative of the state job training coordinating council or a private industry council, one (1) must be an officer or employee of a state educational institution, and one (1) must be an officer or employee of a school corporation. The other eight (8) members: (1) may not be an officer or employee of a state educational institution or a school corporation; (2) may not be a state employee; (3) may not be a member of the council; and (4) must be generally knowledgeable in the fields of business, industry, labor, agriculture, commerce, education, or vocational education.

Each congressional district must be represented and one (1) member must represent the state at large.

The Indiana Commission on Vocational and Technical Education shall develop and implement a comprehensive long-range state plan which sets forth specific goals for public vocational education at all levels and must include:

(1) The preparation of each graduate for both employment and further education.
(2) Accessibility of vocational education to persons of all ages who desire to explore and learn for economic and personal growth.
(3) Projected employment opportunities in various vocational and technical fields.
(4) A study of the supply of and the demand for a labor force skilled in particular vocational and technical areas.
(5) A study of technological and economic change affecting Indiana.
(6) An analysis of the private vocational sector in Indiana.
(7) Recommendations for improvement in the state vocational education program.
(8) The educational levels expected of programs proposed to meet the projected employment needs.

The commission shall also:

(1) Make recommendations to the general assembly concerning the development, duplication and accessibility of employment training and vocational education on a regional and statewide basis.
(2) Consult with any state agency, commission or organization that supervises or administers programs of vocational education concerning coordination of vocational education.
(3) Review and make recommendations concerning plans submitted by the state board of education, the commission for higher education, and the department of employment and training services. The commission may request the resubmission of plans or parts of plans that do not meet the following criteria:
  (A) Consistency with the long-range state plan of the commission.
  (B) Evidence of compatibility of plans within the system.
  (C) Avoidance of duplication of existing services.
(4) Report to the general assembly on the commission's conclusions and recommendations concerning interagency cooperation, coordination, and articulation of vocational education and employment training.
(5) Study and develop a plan concerning the transition between secondary and postsecondary levels of vocational education.
(6) Enter into agreements with the federal government that may be required as a condition of receiving federal funds.

The commission may:

(1) Make recommendations to the governor, the general assembly, and the various agencies, commissions, or organizations that administer vocational education programming, including recommendations for policies to encourage involvement of minority groups in the vocational education system in Indiana.
(2) Establish a regional planning and coordination system for vocational education and employment training.
(3) Appoint advisory committees whenever necessary.
(4) Contract for services.
(5) Provide information and advice on vocational education to a business, industry, or labor organization operating a job training program in the private sector.

The commission shall establish vocational education evaluation criteria, and using the criteria, evaluate the effectiveness of vocational education relative to the goals of the long-range plan.

(A) The commission shall receive, distribute, and maintain accountability for all federal funds available for vocational education under 20 U.S.C. 2301[2] and shall distribute and maintain accountability for all federal funds available for vocational education under 29 U.S.C. 1533[1,3]
(B) The commission may not expend or distribute federal funds available under 20 U.S.C. 2301[2] or 29 U.S.C. 1533[3] if those funds have not been allocated by the general assembly.[5]

The commission shall review the legislative budget requests for vocational education prepared by the department of education; the state educational institutions; and the department of employment and training services.

The commission shall make recommendations to the budget committee concerning the appropriation of state funds and the allocation of federal funds for vocational education. The commission's recommendations concerning appropriations and allocations for vocational education by secondary schools and state educational institutions must specify:

(1) the minimum funding levels required by 20 U.S.C. 2301[2] and 29 U.S.C. 1533[3];
(2) the categories of expenditures and the distribution plan or formula, for secondary schools; and
(3) the categories of expenditures for each state educational institution.

After reviewing the commission's recommendations and each agency's budget request, the budget committee shall make funding recommendations to the general assembly. The general assembly shall biennially appropriate state funds for vocational education and allocate federal funds[2,3] available for vocational education. At least sixty percent (60%) of the federal funds available under 20 U.S.C. 2301[2] shall be allocated to secondary level vocational education for the purpose of implementing the long-range state plan.

The commission may employ any staff and adopt rules under IC 4-22-2[4] to carry out its duties.

According to P.L. 217, this act does not affect: (1) rights or liabilities accrued; (2) penalties incurred; or (3) proceedings begun before July 1, 1987. Those rights, liabilities, penalties, and proceedings continue and shall be imposed and enforced under prior law as if this act had not been enacted.

Further, persons serving as members of the state board of vocational and technical education on June 30, 1987, shall serve as members of the Indiana commission on vocational and technical education until the earlier of: (1) the date when the governor appoints members to the commission; or (2) October 1, 1987.

*See Endnotes on page 8.*

# State Thrusts 1986-1991

As part of the Indiana State Plan for Vocational-Technical Education, FY 86-88, eight State Thrusts for 1986 through 1991 were identified. These thrusts focus attention on statewide vocational education through 1991.

They are as follows:

1. **The creation of broader and more effective partnerships for improving education.**

The Indiana Commission on Vocational and Technical Education (the Commission) will:

a. continue planning and coordination with the legislature.

b. adopt procedures to implement coordination and planning with the Job Training Coordinating Council, State Council on Vocational Education, and state agencies concerned with responsibility in vocational/technical education, training, and employment.

c. develop methods for joint planning and coordination of vocational/technical programs with programs conducted under the Job Training Partnership Act, the Adult Education Act, Title I of the Elementary and Secondary Education Act of 1965 as modified by Chapter 1 of the Education Consolidation and Improvement Act, the Education of the Handicapped Act and the Rehabilitation Act of 1973 and with apprenticeship training programs.

d. cooperate with the State Council on Vocational Education in carrying out the Council's duties under the Carl D. Perkins Vocational Education Act of 1984.

e. develop methods for identifying (in relation to vocational/technical program services) demonstrably effective community based organizations and actively solicit their participation at the local and regional levels.

2. **A stronger curriculum for vocational programs including the areas of mathematics, science, and language arts.**

a. During each of the next five years, the Commission will continue to implement its system of performance based vocational/technical education curriculum, for use in secondary, postsecondary, and adult vocational/technical programs which addresses labor market needs, and develop and disseminate model curricula in at least 10 identified occupational areas. Articulation of secondary vocational programs with postsecondary programs and of postsecondary 2-year programs with 4-year programs is a priority.

The Commission will:

1.) utilize a standing technical committee for overall planning of the performance based vocational/technical education curriculum system in consultation with the State Council. Membership will include: representation of the Commission, State Council, business, agriculture, labor and secondary, postsecondary, and adult education. The standing technical committee will examine areas to be studied, identify process for development of model curricula, and recommend establishment of ad hoc technical committees.

2.) utilize at least two ad hoc technical committees each year to develop model program curricula which includes an inventory of skills that are based on identified labor market needs. Membership will include: employers from any relevant industry or occupation for which the committee is established; trade or professional organizations representing any relevant occupations; organized labor when appropriate; and teachers, faculty and other appropriate personnel (deans, administrators, etc.).

b. Within the next five years, the Commission will, as part of its performance based vocational/technical education curriculum system, strengthen the application of basic skills in vocational/technical education. The Commission will:

1.) continue to work with the Indiana Department of Education in strengthening science, math and language arts components and integrating the application of basic skills in vocational education programs.

2.) initiate a component of curriculum development to include special courses and teaching strategies designed to teach fundamental principles of math/science/language arts which are an integral part of a student's occupational program (secondary, postsecondary and adult).

3.) use the Commission evaluation system to assess progress in strengthening vocational/technical curriculum and utilize the results for statewide planning.

4.) implement a statewide vocational/technical performance testing system which assesses students' (secondary, postsecondary and adult) knowledge and skill levels.

3. **Preparing students for an ever-changing technological society.**

The Commission will:

a. encourage the use of local advisory committees to monitor technological change within their purview and encourage the utilization of that information for curriculum development and in-service of instructors and counselors.

4. **Provide the opportunity to participate in vocational education to all students who desire and can benefit from such education including the unserved and underserved.**

a. The Commission will implement special programs, expand career guidance and counseling, expand program promotion and expand public information to increase enrollments of special populations, including:

1.) disadvantaged and limited English proficiency,
2.) handicapped,
3.) single parents,
4.) homemakers,
5.) individuals who participate in programs designed to eliminate sex bias and stereotyping,
6.) adults who are in need of training and retraining, and
7.) criminal offenders who are serving in a correctional institution.

b. The Commission will:

1.) use its evaluation system to determine if there is equitable access to vocational/technical education programs and utilize the results for statewide planning.

2.) continue to work with agencies serving special populations to target and coordinate services and activities.

3.) assess the capacity of the vocational/technical delivery system to deliver quality vocational/technical programs and services which meet the:

a. current and projected occupational needs,
b. current and projected demand,
c. needs of students for improved skill levels, and
d. needs of special populations,

each in terms of meeting labor market needs.

c. The Commission will:

1.) provide for local coordination and consultative services at the Service Delivery Area (SDA) level for the purpose of planning the utilization of vocational/technical education resources.

2.) make available funding resources for new, expanded, or improved

vocational/technical education and supplemental Adult Basic Education programs as authorized under the Education Coordination Grant of the Job Training Partnership Act (JTPA).

3.) assist in the development of new vocational/technical education programs targeted for JTPA eligible clients as authorized under the Carl D. Perkins Vocational Education Act of 1984.

**d.** The Commission will implement special programs, expand career guidance and counseling opportunities, and provide for program promotion, and public information to serve students enrolled in education but unserved by vocational/technical education.

**5. Improve the coordination of the vocational and technical education delivery system during the next five and ten years in a flexible and creative manner to accomplish short- and long-term needs of improving education and preparing citizens to meet the demands of a rapidly changing world.**

**a.** The Commission will utilize the following assessments in planning for improved coordination of the vocational/technical delivery system to keep in step with the future:

1.) assess the current and projected occupational needs and the current and projected demand for general occupational skills within the state and initiate services, activities or programs to meet the labor market needs;

2.) examine the needs of students including special populations and adults to determine how best to improve student skill levels in light of occupational and skill requirement; and

3.) assess the quality of vocational/technical education in terms of:

**(a)** the pertinence of programs to the workplace and to new and emerging technologies,

**(b)** the responsiveness of programs to the current and projected occupational needs,

**(c)** the capacity of programs to facilitate entry into and participation in vocational/technical education and to ease the school to work and secondary to postsecondary transition,

**(d)** the technological and educational quality of vocational curricula, equipment, and instructional materials to enable vocational students and instructors to meet the challenges of increased technological demands of the workplace, and

**(e)** the capability of vocational/technical education programs to meet the needs of general occupational skills and improvement of academic foundations in order to address the changing content of jobs.

b. The Commission will define the educational missions and goals of all public vocational institutions and programs.

c. The Commission will continue:

1.) activities designed to further reduce duplication within and between secondary and postsecondary institutions and to enhance future cooperative endeavors.

2.) regional coordination and planning, utilizing the 14 economic planning regions and emphasizing interaction among all providers of vocational/technical education, employment and training within an economic region.

3.) to support and encourage flexible and diverse approaches to regional planning that are unique and productive to the geopolitical structures within each region.

**6. Conduct a statewide public awareness program to promote the opportunities available in vocational and technical education.**

a. During the next five years, the Commission will implement a strategic plan which will promote vocational/technical education opportunities throughout the state.

b. The Commission will utilize the regional planning projects to expand the knowledge and understanding of vocational/technical education opportunities within each region.

**7. Provide for adequate funding of vocational and technical education to meet the continual need for upgrade of teachers, changing technologies, and equipment update.**

The Commission will:

a. continue to assess the funding needs of the vocational/technical delivery system and make the information available to the public.

b. begin to develop its legislative package for the 1988 session immediately following the 1987 session and will seek support of the package throughout the state.

c. continue to seek additional sources of funding for vocational/technical education.

**8. Improve, expand and extend career guidance and counseling programs to meet the career development, vocational education and employment needs of vocational and technical education students and potential students.**

The Commission will:

a. continue to assist in implementing comprehensive career guidance and counseling programs in area vocational programs and 2-year postsecondary institutions which provide for self-assessment, career planning, career decision-making, and employability skills.

b. implement a program to increase awareness and support of vocational/technical education by counselors and counselor educators.

c. disseminate results of Employability Skills project for implementing job seeking skills materials in vocational/technical education programs.

d. develop an in-service activity for counselors and counselor educators which improves the effectiveness of the counseling function in consultation with the Department of Education and Commission for Higher Education.

# Indiana State Plan for Vocational-Technical Education, FY 1988

The following four Objectives for FY 88 enhance statewide vocational education and the overall intent and purpose of the Indiana State Plan for Vocational-Technical Education, FY 86-88.

| OBJECTIVES | Federal Funding Level | State/Local Funding Level |
|---|---|---|
| **1. To provide students with the opportunity for foundation vocational preparation which is essential for entry-level jobs (secondary and postsecondary programs).** | | |
| **a.** Keep the present vocational education delivery system current with technological advances and equipment update. | | 122,231,863* |
| **1)** Instructional equipment (replacement, modernization, upgrading and expansion). | | |
| Secondary | 2,192,411 | 750,000 (State) |
| Postsecondary | 2,807,589 | 750,000 (State) |
| **2)** Local administration (secondary only) based on Commission goals and objectives. | 115,316 | 4,447,977 |
| **b.** Develop new vocational programs based on identification of critical skill shortage areas, including expanded cooperative vocational opportunities, particularly in economically depressed urban and rural areas. | | |
| Provide grants for: | | |
| Secondary | 750,000 | |
| Postsecondary | 750,000 | 2,000,000 |
| (Single Parent/Homemaker) | (135,000) | (State Startup Fund) |
| **1)** Grants for combined proposals for identified critical skill shortage areas. | | |
| **2)** Grants for proposals for identified critical skill shortage areas. | | |
| **3)** Equipment grants for new programs in second year of operation. | | |
| **4)** The expansion of vocational education activities necessary to meet student needs and the introduction of new vocational education programs particulary in economically depressed urban and rural areas. | | |
| **c.** Provide equal vocational education opportunities for special populations and targeted groups through regular vocational education programs in the existing delivery system, with grants supplemental or additional. | | |
| **1)** Special assistance and services for disadvantaged students including limited English proficiency persons. | 4,123,402 Based on Allocation | 3,819,798 |
| **2)** Special assistance and services for handicapped students. | 1,874,274 Based on Allocation | 2,258,683 |
| **3)** Provide grants to subsidize, reimburse or pay for vocational education and training activities that will furnish single parents and homemakers with marketable skills. | 1,593,132 | |
| **4)** Provide grants for programs, services and activities to eliminate sex stereotyping and bias. | 655,996 | |
| **5)** Provide for vocational education within the Department of Correction institutions for improvement, new or expansion of vocational education programs. | 187,427 plus Disadvantaged Allocation | 1,500,000 (State) |
| **d.** Providing for instructional programs which give students the opportunity to gain competencies for the occupation of homemaking, including: | 785,019 | 5,482,254 (State and Local) |
| **1)** Provide grants for curriculum activities (curriculum activities may include in-service or equipment for modernization in accordance w[illegible] revised curriculum, as identified by the Standing Technical Committee). | (585,019) | |
| **2)** Disseminate results ar[illegible] materials of community-directed partnership project. | | |
| **3)** Conduct research to [illegible]ssess adult consumer and homemaking needs and pilot model programs. | (200,000) | |
| **e.** Provide grants to joint programs of eligible recipients and community-based organizations for the conduct of special vocational education services and activities. | 178,848 | |
| **2. To provide employees with skill advancement opportunities for job mobility or technical upgrading (adult noncredit, apprenticeship and job title certification programs) by** | 750,000 | 250,000 (State) |
| **a.** Keeping the present vocational education delivery system current with technological advances and equipment update. | | 500,000 (Local) |
| **b.** Developing new programs based on identification of critical skill shortage areas. | | |
| **c.** Creating or expanding programs to train workers in skilled occupations needed to revitalize business and industry or to promote the entry of new business and industry into the state or community. | 267,295 | |
| **3. To provide employees and potential employees with specific skills and upgrading to meet identified employer needs of new and existing businesses and industry through one-time, short-term programs that have immediate impact on labor market demand.** | 200,000 | 100,000 |
| **4. To improve vocational education through adequate and appropriate state leadership, administrative and program support services.** | | |
| **a. Planning** | | |
| **1)** Establish a short- and long-range planning process for vocational education which is inclusive of statewide thrusts, local efforts, and flexible to changing needs, including: | See Staffing | |
| **a)** a continuous state planning process; and | 15,000 | |
| **b)** providing grants to implement joint regional planning and operational efforts on a statewide basis through regional plans, including: regional coordination; regional advisory committees (general); emphasis on cooperation; joint use of facilities, equipment and staff; work experience; joint program advisory committees, where applicable; joint marketing and public relations for total vocational education; joint program planning; student articulation which includes transfer credit, advanced placement and dual enrollments; curriculum; joint administrative staff; joint faculty in-service training; and partnerships with vocational education, training and employment agencies. | 300,000 | 40,000 |
| **b. Coordination** | | |
| **1)** Coordinate the statewide system of all programs of vocational education. | See Staffing | |
| **2)** Continue joint efforts with the other state agencies involved with vocational education, training and employment. | See Staffing | |
| **3)** Continue to coordinate and integrate the vocational/technical education data and information, evaluation and planning systems for purposes of cost efficiency and improved decision making including office automation. | See Staffing | |
| **c. Budget Review** | | |
| **1)** Review legislation budget requests, operating and capital, of all state institutions and agencies applying for state funding for vocational education. | See Staffing | |
| **2)** Make recommendations to the General Assembly concerning state appropriations for vocational/technical education. | See Staffing | |
| **3)** Prepare total legislative package recommendations for vocational/technical education for the legislature. | See Staffing | |

| | | |
|---|---|---|
| **d. Program Services** | | |
| Contract for secondary services that correspond to those needed by local education agencies and as deemed necessary by the Commission to include providing: | | 757,014 |
| **1)** For administration of state vocational student organizations and combined vocational student organization activities. | | |
| **2)** Consultative services to all approved or proposed secondary vocational education programs, when requested or as a result of Commission program evaluation. | | |
| **e. Data and Information** | See Staffing | |
| Continue the Vocational Education Data and Information System (VEDS) and implement options for improvement. | 200,000 | |
| **f. Public Information** | | |
| **Provide a state system of accountability and public information.** | | |
| **1)** Continue the statewide marketing and information program with components for local or regional usage. | 50,000 | |
| **2)** Provide a comprehensive retrieval, storage, reference and dissemination service to vocational educators through the continuation of Vocational Education Services (VES). | 184,000 | 23,920 |
| **g. Program Evaluation System** | See Staffing | |
| Improve the quality of vocational education programs through the continued coordination and consolidation of evaluation system activities. | 185,000 | |
| **h. Supportive Services and Program Improvement Unit** | | |
| Coordinate supportive services and program improvement through an established administrative unit. | See Staffing | |
| **1)** Provide for research and development activities, exemplary and innovative programs such as the Indiana Adult Farm Management Joint Project and Indiana Labor Management Council activities; | 76,600 | |
| Implement a system for development of performance-based vocational/technical education curriculum which addresses labor market needs utilizing a standing technical committee and ad hoc committees; | 50,000 | |
| Participate in Principles of Technology project to include the development of curriculum which prepares students for advanced technology programs. | 5,000 | |
| **2)** Provide for career guidance and counseling programs though a formula and reimbursement to area vocational programs and the two (2)-year publicly supported postsecondary institutions, which provide for self assessment, career planning, career decision-making and employability skills. | 514,994<br>(324,326)<br>Single Parents and Homemakers | 839,320<br>(Local) |
| **3)** Provide for coordinated system of personnel training activities for vocational teachers, administrators and ancillary service personnel which supports and improves vocational education programs to: | | |
| a) Assist in providing for the preparation of qualified individuals to become conditionally certified teachers. | 248,200 | |
| **b)** Provide grants for in-service activities to include: the coordination of a grant for the planning, coordination and implementation of a comprehensive annual vocational conference and workshop for specified statewide thrusts including the implementation of the Awards for Excellence in Vocational/Technical Education and the availability of key sessions on a statewide basis via satellite. | See c | |
| **c)** Implement components of a comprehensive system of personnel training including the technical update of vocational/technical personnel. | 175,000 | |
| **d)** Representation with the National Leadership Consortium for in-service of state administrative personnel; and | 5,800 | |
| **e)** Grants for state or district Vocational Student Organization activities based on a proposal submitted by the seven (7) organizations. | 35,000 | |
| **i. Economic Development** | | |
| **1)** Improve the coordination of industrial/economic development with vocational education by providng support services for economic development on a statewide basis in cooperation with the Department of Commerce. | See Staffing<br>431,299 | 30,000,000<br>(State) |
| **j. Fiscal** | | |
| **1)** Receive and distribute federal funds available for vocational education within the state in a manner consistent with accepted standards of fiscal control and accountability. | See Staffing | |
| **2)** Improve fiscal management of vocational education. | | |
| **3)** Distribute state funds available to the Commission for vocational education programs. | | |
| **k. Staffing** | | |
| **1)** Provide state administrative service to all eligible recipients for programs, services and activities. | 1,004,005 | 589,661 |
| **2)** Provide vocational administrative services to the governor and service delivery areas for the implementation of the Job Training Partnership Act (JTPA) effective October 1, 1983. | (668,853) | |
| **3)** Provide such necessary assistance and services for the reduction of sex stereotyping and bias and equal opportunity in vocational education. | 60,000 | |
| **l. Rules and Committees** | | |
| **1)** Review Commission adopted rules and regulations for necessary revision. | See Staffing | |
| **2)** Adopt rules and regulations in accordance with Commission procedure. | See Staffing | |
| **3)** Appoint such advisory committees as necessary to perform the duties of the Commission. | See Staffing | |
| **m. Other** | | |
| Carry out other state determined functions in accordance with IC 20-10. 1-6. | See Staffing | |
| Subtotal | 20,770,607 | 176,340,490 |
| JTPA 8% Education Funds | 2,675,413 | |
| Federal Funds Subtotal | 23,446,020 | |
| GRAND TOTAL OF FEDERAL AND STATE/LOCAL FUNDS FOR VOCATIONAL EDUCATION | $199,786,510 | |

Note: Dollar amounts are planning figures. Amounts may vary slightly based on federal allocation.

* Estimates based on state legislative appropriations.

# Single Parent/Homemaker 3-Year State Plan

In accordance with Public Law 238, Acts of 1986, the State Board of Vocational and Technical Education (now the Indiana Commission on Vocational and Technical Education) was named as the agency to develop a 3-year plan.

The Single Parent/Homemaker 3-year plan's goal is to ensure that comprehensive vocational and technical education programs and services are identified and made available to meet the special needs of single parents/homemakers.

This plan is designed to assist in eliminating artificial and other employment barriers raised against single parents and homemakers in Indiana and was written as an extension of the Indiana State Plan for Vocational-Technical Education, FY 86-88. Implementation of this State Plan began in 1986.

For fiscal year 1988, $1,529,503 has been obligated (federal funds of the Carl D. Perkins Vocational Education Act of 1984) for regional single parent/homemaker projects.

Through grants to publicly supported secondary or postsecondary institutions in each of Indiana's 14 economic planning and development regions, single parents and homemakers are served. The projects:

1. provide, subsidize, reimburse or pay for vocational education and training activities;
2. expand vocational education services which may include grants to community-based organizations for the provision of vocational education services to single parents/homemakers;
3. make vocational education and training programs and support services more accessible to single parents/ homemakers through organizing and scheduling, and by providing child care or transportation services; and
4. inform single parents and homemakers of vocational education programs and related support services.

The mechanism for providing these services vary from region to region depending on the needs of those served, the services and resources available locally/regionally, and other factors.

Projects are periodically evaluated and modified to ensure that relevant training and vocational education activities are provided and that artificial barriers for employment are eliminated.

## BUDGET TABLE, STATE PLAN FOR VOCATIONAL-TECHNICAL EDUCATION FISCAL YEAR 1988

| VOCATIONAL/TECHNICAL PROGRAMS | Grants | Secondary | Post-secondary | Adult | State-Level Administration | Total Federal | State/Local Match | Grand |
|---|---|---|---|---|---|---|---|---|
| Foundation | | | | | | | | |
| Maintain | — | — | — | — | — | — | $122,231,863* | $122,231,863 |
| New | — | $ 750,000 | $ 750,000 | — | — | $ 1,500,000 | 2,000,000 | 3,500,000 |
| (Single Parent/Homemaker) | $ (135,000) | — | — | — | — | (135,000) | — | (135,000) |
| Improve (Equipment) | — | 2,192,411 | 2,807,589 | — | — | 5,000,000 | 1,500,000 | 6,500,000 |
| Local Administration | — | 115,316 | — | — | — | 115,316 | 4,447,977 | 4,563,293 |
| Consumer and Homemaking | 785,019 | — | — | — | — | 785,019 | 5,482,254 | 6,267,273 |
| Skill Advancment | — | — | — | $1,017,295 | — | 1,017,295 | 750,000 | 1,767,295 |
| Job Specific | — | — | — | 200,000 | — | 200,000 | 100,000 | 300,000 |
| Special Populations/Targeted Groups | | | | | | | | |
| Disadvantaged | 4,123,402 | — | — | — | — | 4,123,402 | 3,819,798 | 7,943,200 |
| Limited English Proficiencies | — | — | — | — | — | — | — | — |
| Community Based Organizations | 178,848 | — | — | — | — | 178,848 | — | 178,848 |
| Handicapped | 1,874,274 | — | — | — | — | 1,874,274 | 2,258,683 | 4,132,957 |
| Single Parent/Homemakers | 1,593,132 | — | — | — | — | 1,593,132 | — | 1,593,132 |
| Sex Equity | 655,996 | — | — | — | — | 655,996 | — | 655,996 |
| Correction | 187,427 | — | — | — | — | 187,427 | 1,500,000 | 1,687,427 |
| Including Disadvantaged | — | — | — | — | — | — | — | — |
| Allocation | | | | | | | | |
| Administration | | | | | | | | |
| State Level | — | — | — | — | 1,004,005 | 1,004,005 | 589,661 | 1,593,666 |
| Sex Bias Reduction | — | — | — | — | 60,000 | 60,000 | — | 60,000 |
| Contract for Secondary Services | — | — | — | — | — | — | 757,014 | 757,014 |
| Program Improvement | | | | | | | | |
| State & Regional Planning | 315,000 | — | — | — | — | 315,000 | 40,000 | 355,000 |
| Data & Information | 200,000 | — | — | — | — | 200,000 | — | 200,000 |
| Marketing & Public Information | 50,000 | — | — | — | — | 50,000 | — | 50,000 |
| Vocational Education Services | 184,000 | — | — | — | — | 184,000 | 23,920 | 207,920 |
| Evaluation | 185,000 | — | — | — | — | 185,000 | — | 185,000 |
| Curriculum | 131,600 | — | — | — | — | 131,600 | — | 131,600 |
| Guidance and Counseling | 514,994 | — | — | — | — | 514,994 | 839,320 | 1,354,314 |
| Single Parent/Homemakers | (324,326) | — | — | — | — | (324,326) | — | (324,326) |
| Personnel Training | 429,000 | 35,000 | — | — | — | 464,000 | — | 464,000 |
| Economic Development | 431,299 | — | — | — | — | 431,299 | 30,000,000 | 30,431,299 |
| | $11,838,991 | $3,092,727 | $3,557,589 | $1,217,295 | $1,064,005 | $20,770,607 | $176,340,490 | $197,111,097 |

Note 1: Above chart does not reflect $2,675,413 for JTPA 8% Educational funds.

Note 2: Dollar amounts are planning figures. Amounts may vary slightly based on final federal allocation.

Note 3: * Estimates based on state legislative appropriations.

## Endnotes *See page 2.*

1. 29 U. S. C. 1501 et. seq. — Job Training Partnership Act (JTPA)
2. 20 U. S. C. 2301 et. seq. — Carl D. Perkins Federal Vocational Education Act of 1984
3. 29 U. S. C. 1533 et. seq. — Job Training Partnership Act (JTPA) Title I, Part B, Section 123 State Education Coordination and Grants
4. 1 C 4-22-2 — Adoption of Administrative Rules
5. According to P.L. 217, the Indiana Commission on Vocational and Technical Education may expend or distribute federal funds received under 20 U.S.C. 2301 et. seq. or 29 U.S.C. 1533 without an allocation by the general assembly for fiscal year 1988.

## Principles of Vocational Education

*Vocational Education:*

*Accommodates individual needs, experiences, and varying abilities for those who need, want, and are able to benefit from vocational education and related instruction;*

*Provides opportunities for individuals to assess and develop their vocational interests and abilities in preparation for employment in the occupation for which they are being trained, retrained, or upgraded;*

*Develops the potential of individuals through developing positive work attitudes, marketable job skills, and occupational knowledge;*

*Benefits society by contributing toward a stable economy, balancing the supply and demand of the labor force, and enhancing economic livelihood, job satisfaction, and competence of individuals;*

*Is the shared responsibility of the local community, the state, and the nation;*

*Is provided by a competent staff with expertise in the fields for which they are responsible;*

*Is developed, conducted, and evaluated in consultation with appropriate community involvement including business, industry, labor, and representatives of special populations served;*

*Is provided in a work environment or one which closely resembles actual job situations with timely, current, and transferable occupational information, desirable work habits, and occupationally-specific skills;*

*Is accountable to the public;*

*Is based upon a systematic assessment of social, economic, and employment needs, and is designed to accommodate all individuals without discrimination based on race, religion, national origin, sex, age, handicap, or veteran status; and*

*Ensures necessary linkages and articulation between education and training and the work place; and makes instruction accessible at the times and places it is most needed.*

# THE INDIANA COMMISSION ON VOCATIONAL AND TECHNICAL EDUCATION

401 Illinois Building
17 West Market Street
Indianapolis, IN 46204
(317) 232-1810